SAFETY Education

MAY, 1959
Two Sections · Section One

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

RECIPE FOR A CAREFREE SUMMER
See Page 4

Ever watched . . .

the children as they leave classes the last day of school? They run out the door and scamper in all directions. "They're free." No worries, no tests, no cares for three whole months. What a glorious moment for the youngsters.

This vacation holds new adventures every day for the children. Some will experience camp for the first time. Others will be off for a few weeks with their family. All will be found on baseball sand-lots, bicycling, swimming with the gang, boating and hiking. For the first time all year, they will be on their own for the major part of the time. They won't be under teacher supervision eight hours during the day.

And with this new freedom comes a feeling of importance—of being grown up and it's very exciting. However, a problem arises by the very presence of this excitement.

Preoccupied with their new-found freedom, the children tend to forget many things they've learned during the year—many warnings of parents and teachers. They'll run into the street after that high fly ball; they'll dive into unfamiliar waters, can't "be the last one in"; they will speed along highways—they're no "chicken." Some will, that is.

If safety education has been a part of their learning and maturing, the children will recognize hazards to avoid in their summer fun. A refresher course during this last month of school on summer safety hints would help also. Five minutes daily might save a life.

Of the two possible reactions of children—running headlong into unfamiliar waters or proceeding cautiously and investigating first—how will your children react?

Can't change tradition . . .

but it can be reshaped. High school seniors in Elyria, Ohio, asked for an all night senior prom "to avoid long automobile trips to expensive night spots." Faculty and parents, realizing that the prom usually ended about 11:30 but few seniors were home before the wee hours of the morning, agreed to keep the gang together at the school.

With the parents in charge, a dinner followed the dance, then a full length movie and talent show. At 4:30 a.m. breakfast was served and then the students went home or to church. Any couple wishing to leave early first checked out and their parents were notified.

There were no sleepy seniors on the roads that night!

Nancy Nugent

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SAFETY Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

Volume XXXVIII No. 9 Section One

Nancy Nupuf, *Editor*
Robert O. Jones, *Advertising Manager*

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Of Interest to All

Of Specific Interest

Elementary

Secondary

College

Chartered by the Congress of the United States

SAFETY EDUCATION is published monthly, September through May, in two sections, by the National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. Entered as second class matter, September 13, 1939, at the Post Office in Chicago, Illinois, under the act of March 3, 1879. Copyright, 1959, by the National Safety Council. Printed in the U.S.A. Subscription price $3.75 a year. Reduced prices for quantity orders.

Why teach safety in our schools?

WHY should the schools teach safety?" you ask. "Haven't they enough to do teaching the tool subjects? Why not use safety 'experts' such as police and firemen or engineers?"

The answer: "Why does a doctor rather than a druggist prescribe medicine?" It is as simple and as complicated as that.

Surely the druggist knows the drug. He might well be called a "drug expert," but the doctor knows something more. He knows the effect of the drug on the human body and much more important, he knows the individual patient, his history, his reactions and his allergies. He can predict the probable result of a particular drug on a particular patient. He knows how to watch the patient to see if the probable results are the real ones and if not, to form an hypothesis as to the reasons.

So it is with education. If the persons who know the most about the subject were best equipped to teach it, then the best reading teacher would be an author, the best arithmetic teacher, a statistician and the best social studies teacher, a politician.

To argue which is more important to a teacher, knowledge of subject or knowledge of child growth and development is as pointless

Vivian Weedon is a curriculum consultant, School and College Dept., National Safety Council.

as arguing which is more important, the male or the female cell in producing offspring.

It is equally as fruitless to try to differentiate between the *tool* and the *practical* areas of learning. We can compartmentalize teaching; it is impossible to compartmentalize learning. Years ago, psychologists proved beyond a possibility of doubt that the "mental faculties" theory of learning was just plain unfounded. In spite of this, today's school critics and even I'm sorry to say, some within the schools act as though the theory were a valid explanation of the learning process.

"Give children the tools," they say, "and they can generalize and make applications for themselves." More recent studies have indicated that children can be taught to generalize and to apply. Further, they forget within a year approximately one-half of the "facts" they learn. However, they forget principles less rapidly than facts and actually broaden their ability to apply principles. In other words, by teaching for application we are giving children, not tools which will rust, decay and finally disintegrate, but "money in the bank" which will draw even more interest with each new investment.

Whether the story of Newton's discovering the law of gravity when an apple fell on his head is true or not is irrelevant. It illustrates a principle of learning which is true: even abstract insights may be gained through practical pursuits. It might well be said that learning takes place between class periods when ideas one has read or developed are tested against the world as it is.

We know that the child is a totality and that what effects one part of him effects all others. The boy getting the highest score on any intelligence test I had ever given, was in the process of flunking out of college for the fifth time. His physical and emotional health would have given the clue to this distressful waste had anyone thought to consider it.

In a more simple vein we have watched children who were having trouble learning to read achieve success in reading after a success in some apparently, totally unrelated field. The provision that service on the school safety patrol needs to be dependent upon "satisfactory" grades has always seemed to me to be totally out of tune with our knowledge of the learning process. A child who is failing academically needs to have success in some other area before he can achieve success in his academic work. It may well be through service on the patrol or some other such social contribution to the welfare of his peers.

The school is not, of course, and never will be in charge of the total learning of the child. But it is also true that doctors are not in total charge of health. The home has an important bearing on the health of the child by following good health practices as suggested by the medical profession. Likewise, the home is important in the child's education by following sound learning procedures developed by educators.

If you accept my thesis that education should be performed by one who knows not only subject matter but the individual's process of growth and development, if you agree that it is not possible to separate the academic from the practical, you will also agree that safety education belongs in the hands of professional school people, not safety specialists.

Safety involves on the one hand a thorough understanding of the nature of the world and the people in it, including oneself. On the other hand, it provides an opportunity even with the youngest pupils to apply this knowledge immediately.

Safety education is education and should be jealously guarded by the schools. The medical profession is constantly alert to its quacks, its fakes, its charlatans. The education profession will do well to be alert likewise. For if we let the camel's nose into the tent to take over education in safety, or health, or recreation, or industrial arts or any other so-called practical area, the camel will soon take over the entire tent.

Safety will suffer and so will education. But most of all, civilization will suffer, for with education gone so goes the light of the world●

Recipe for

down by the sea shore . . .

Learn to swim. To save your life, you can't think of a better sport.

Be sociable and take a buddy. Never, never, never swim alone.

The lobster-look is unfashionable (and plenty uncomfortable)—prepare for the sun.

Look before you leap—don't swim or dive in unfamiliar waters before inspecting. In fact, stick to the beaches with life-guards around—you'll have more fun.

Don't call "wolf"—*never* jokingly call loudly for help.

You're no Johnny Weissmueller. Know your limitations and stay on the beach blanket when tired, overheated or chilled.

Don't "work off" your lunch in the water—give the "tummy" about an hour to prepare for the swim.

If you tire—lie down and float.

Rebel muscles (tired or cold) will cramp up. Don't stage a counter-rebellion—relax in a face-down float and massage the muscle.

Cool, calm and collected—your best insurance policy if you're in trouble. Float to rest or assume a face-down floating position, hands underwater and slowly move your hands and feet.

Want to test your endurance? Ok—but swim parallel to the shore or have a boat accompany you, like channel swimmers.

skiing the waves

"Walk before you run"—be a strong swimmer before attempting to water ski.

On the take off, don't yell "hit it" until your ski tips are up and the rope is taut.

Taboo are docks, sea walls, boats and swimmers —keep far away.

Watch out! Don't rely on boat driver to avoid dangerous objects.

Skiers, be thoughtful! Swimmers, boatmen and fisherman are sharing your waters.

A tow rope is to hold; *never* wrap around body. Watch not to tangle it on takeoffs.

Don't ski in shallow water and avoid excessive speed. Ski progressively—leave the stunts for the experts.

Wearing a life preserver when skiing conserves your strength when you fall and eases your ability to take off again.

when you fall . . .

Don't desert your skis—they'll keep you afloat.

Raise hand quickly to signal driver.

In a congested area, raise a ski so other boats will see you.

Release rope when falling backward.

Avoid falling forward into rope.

A Carefree Summer

a sailing we will go . . .

Safe skippers carry regulation life jackets for each passenger. Non-swimmers should wear one at all times.

From land to sea—step from the dock to the bottom or middle of the craft—never on side or gunnel. Keep body low.

Once in, stay put. Never stand up or change seats rapidly without warning.

Don't sit on the stem, stern or gunwales—middle or bottom are best.

Limit your load. Seats indicate capacity. Lighter loads when there are waves, and when using a motor or sail (they tilt boat more).

Develop a weather eye and be a landlubber in bad weather.

Carry an extra oar and bailing can; if you're motorized, bring along a fire extinguisher, tools, extra fuel (in tight can).

Offshore winds breed trouble. Be alert and don't go far into center of lake.

River currents and tides are tricky—head upstream first and then let the wind or current carry you back.

Large swells can swallow you. Head into them and slow down—let them slide under you.

In rough water, let the waves hit the side of your craft.

man overboard

If a crewman tumbles, first try to get him into a life jacket before pulling him into boat.

Balance boat for him to climb in.

A canoeist is a different matter. Pull children in by grabbing clothing. But don't attempt to pull adults in—support them until a square stern boat comes along.

If the person is some distance from the boat, throw a cushion or preserver to pull him in before trying to go after him.

Don't desert your ship, if you capsize. A swamped ship, right side up, will support many people. Then try to paddle to shore. *Never* swim to shore.

lifesaving tips

The *last* rule is to swim to save a distressed person. Even the lifeguards first try to use a boat and then hold an oar, towel or something else for him to grasp and be pulled into boat.

Swim *only* at the *very* last resort.

If you must go in yourself, remove shoes and outer clothing. If you're not an experienced lifesaver, approach from the rear, grab the victim's hand and pull him to safety.

Take a Red Cross course to learn artificial respiration.

education PLUS

The elementary safety lessons are ready to order for the next school season. They offer each teacher a challenge in making every month's topic fresh, exciting and provocative.

By James Mann

September
S-1641-A
Safe Ways to and from School

October
S-1643-A
Fire Prevention

November
S-1645-A
Weather Hazards

WHEN September, 1959 comes around, teachers and children will begin another year of education *plus*. The *plus*, I hope, will be a co-operative effort in safety learnings and safety practices.

The topics considered will not be very different from previous years because the same hazards, the same problems will be present. The same habits and ideas will need our attention. To avoid a semblance of monotony the treatment will vary. Here is where the creativity of the teacher might join with the attempt of your author to vary the approach of the 1959-60 safety education lessons.

The challenge is to make each month's lesson appear fresh and exciting. For this, the enthusiasm of the teacher is an indispensable ingredient. The lessons are but the starting point for thinking, discussing, doing, evaluating—all the activities of good learning. We hope that each teacher will broaden and enrich the lessons to cover every phase of her own school's needs.

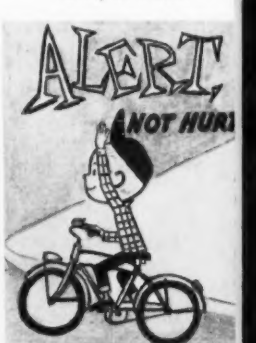
The September theme is "Safe Ways, to and from School." Each child is encouraged to map

December
S-1647-A
Holiday Safety

January
S-1649-A
Winter Play

February
S-1651-A
Indoor Activities

March
S-1653-A
Safety on Wheels



safety lessons

out his own safe-walking route to school. How to cross streets is reviewed with special attention to looking *all* ways at busy intersections, including those with traffic lights.

In the October lessons the question of fire safety is approached through the idea of children's being "junior firemen." This affords an opportunity to review the rules of fire safety (trash and leaf burning, good housekeeping and fire drills) within the framework of their being responsible helpers of the fire department.

In November the number one problem of weather hazards is repeated as in previous years. The dangers of early dusk and poor visibility are stressed in conjunction with protective clothing to increase visibility, awareness of the hazards of obstructing one's view and precautions in traffic during bad weather. The hunting season in November necessitates some attention to the hazards of guns and explosives.

In December the emphasis as usual is on holiday safety. There is an attempt to lead children into a co-operative attitude of responsibility with teachers and/or parents in caring for the Christmas tree, checking lights, using candles, disposing immediately of trash and paper and some understanding of toys that are hazardous.

The January theme is winter play and sports. We have the problem, as always, of the variation of climate and the obvious discrepancies in the materials used in our states farther south. One suggestion for using the materials in such situations might be to predicate their use on knowing what to do "if we were to go north during the winter." Another is to use the materials as written and set up contrasting situations which apply locally.

The January material is divided into two phases—play at school and play away from school. Levels of activity are recognized by reserving attention to skiing and tobogganing for the upper elementary lessons. The need for good sportsmanship is stressed throughout the January lessons as a preventative for accidents, particularly in snow-balling and skating. "Take turns" and "look out for the other fellow" are watch words throughout.

February being a sort of indoor month has material organized around indoor activities—games, toys, crafts and tools with emphasis on the unsafe aspects of some games and toys.

The March lessons recognize the urge to be outdoors and to be actively mobile. The theme is "Safety on Wheels," with a graduation of vehicles in terms of age level and interest. Beginning with wagons and roller skates, the emphasis is on the dangers of riding into traffic areas from ramps, driveways and intersections.

"Danger in Unsupervised Play" is the theme for April. This is in recognition of the combined effects of spring fever and the desire for adventure which so often leads children to seek release in places which are unsupervised or, worse, potentially dangerous. After reviewing how to use playground equipment safely, the lessons discuss typically spring activities: flying kites, playing baseball, with emphasis on what can happen when these are not supervised.

The lessons for May of necessity deal with summer and vacation safety. Out of the numerous possibilities the following were selected: swimming (with emphasis on the desirability of swimming at supervised beaches; hiking (drinking water, eating fruits); the need for rest and proper precautions against overdoing in very hot weather; some suggestions on feeding and playing with pets and strange animals, and precautions to take in case of the sudden advent of wind or electrical storms.

Begin to consider these possibilities *now*. Order your safety lessons and posters for next year *now* from the Membership Dept., NSC. Price: $.033 each for 10 to 99 copies; lower prices for larger quantities. Minimum order 10 copies●

April
S-1655-A
Danger in Unsupervised Play

May
S-1657-A
Vacation Safety

James Mann is principal, Hubbard Woods School, Winnetka, Ill.

September
S-1642-A
General Accident Problem

October
S-1644-A
Fire Safety

November
S-1646-A
Firearms and Woods Safety

Teach and Test Their

The 1959-60 secondary safety lessons incorporate and apply many other school subjects while discussing accident prevention. The author urges you to order NOW.

By Vincent McGuire

I CAN'T imagine any more important work. The above statement was made by President Eisenhower in his address to the 46th National Safety Congress sponsored by the National Safety Council, October, 1958.

Educators throughout the country have for many years emphasized health and safety as one of the major goals and responsibilities of public education. More recently the emphasis on safety—from the standpoint of both "action" and "theory"—has increased tremendously, not only in public school work but also in institutions of higher learning.

Safety experts in every field—traffic, industry, school and fire—constantly stress the importance of such things as developing good attitudes, learning to read efficiently, planning for the future, and using basic knowledge of mathematics, social studies, science and English to develop sound safety programs. These skills, concepts and knowledge are at the heart of the public school curriculum.

The purpose of the 1959-60 safety lessons, therefore, is two-fold: (1) to stress the importance of safety, and (2) to provide activities, exercises and tests through which learning in school subjects can be improved through practical application in the various facets of the safety field.

The National Safety Council through its research and its statistics divisions has made a painstaking study of the total accident picture. Based on such research, the topics for the 1959-60 safety lessons were chosen so that students would develop an awareness of the most imminent dangers each month of the school year.

The lesson themes for the coming year are:

September	*The General Accident Problem*
October	*Fire Safety*
November	*Firearms and Woods Safety*
December	*Home and Holiday Safety*
January	*Traffic Safety*
February	*School Safety*
March	*Careers in Safety*
April	*Teenage Driving*
May	*Summer Safety*

Ample opportunity is provided in the lessons for applying knowledge in all the major areas.

In the mathematics field such things as new mathematical terms and concepts, the computing of percentages, the interpreting of figures

Vincent McGuire is associate professor, Secondary Education, Department of Education, University of Florida, Gainesville, Fla.

December
S-1648-A
Home and Holiday Safety

January
S-1650-A
Traffic Safety

February
S-1652-A
School Safety

Safety Know-How

and the solving of problems in measurement are stressed.

In the social studies area definite instructions are provided for studying state and local government and law, for making maps of the community and for learning more about city service departments and civic organizations.

To increase competency in English, exercises in reading—word attack skills, use of contextual clues and interpretive skills—are emphasized. Exercises in sentence structure, journalistic writing and expository writing are also provided.

In the field of science, opportunity is provided for applying scientific principles for safety in everyday living.

In addition to providing ways to develop knowledge and skills in other subject areas, the lessons guide students in self-improvement of attitude through self-analysis.

Yes, the quotation "I can't imagine any more important work" is one with which all educators must agree. Safety *is* important. More than 16,000 schools are already using the National Safety Council safety lessons to back up their belief about the importance of safety. The posters, 8½" x 11", which accompany each lesson are geared to teenage students and help to introduce and supplement each lesson.

Join *now* in this important work! Order your safety lessons and posters *now* from the Membership Dept., NSC. Price: $.033 each for 10 to 99 copies; lower prices for larger quantities. Minimum order 10 copies●

March
S-1654-A
Careers in Safety

April
S-1656-A
Teenage Driving

May
S-1658-A
Summer Safety

forum in print

How to Handle

JACK C. ALLEN, coordinator, safety, physical education and athletics, Decatur Public Schools, Ill.

TEACHERS and administrators have the responsibility of teaching safety as it pertains to the everyday problems with which pupils may be confronted during the school year or during the summer vacation. We need to give attention to those activities that youth are going to be participating in during the summer such as aquatic safety, boating and water skiing, sports and recreation precautions.

We need to plan our units of instruction for the last month of school to include a review of the safety rules or knowledges that pupils need most in order to have an enjoyable and safe summer.

The second step is one used by several school systems. Administrators prepare a bulletin, booklet or newsletter that will reach the parents of all pupils just prior to the end of the school year. This newsletter should point out the importance of safe practices in summer vacation activities.

The third step calls for increased awareness among teachers and administrators to cooperate with the agencies that work with youth during the summer. For example, the recreation leaders and supervisors need to be safety conscious in directing their many activities; the local safety council needs to be informed as to the possible number of increased bicycle and auto drivers due to youth being out of school. More can be done in the way of public information as to the need for safe practices in the many experiences of summer life that pupils and other family members are encountering●

MRS. DAVID J. THOMPSON, Illinois Congress of Parents and Teachers, Elmhurst, Ill.

SUMMER safety education should primarily be the responsibility of the parent. The school in most cases does not have direct contact with the children during the vacation period. The teacher could send home to the parents "notes on safety" which he had discussed with the children. Parents receiving such a notice would feel that the teacher was interested in their child during the summer, as well as during the school term.

The PTA could sponsor a "Safety Seminar" —a family affair, to be followed by a picnic supper. At this "Safety Seminar" a camp counsellor could explain the "buddy system" for swimming and other precautions for water and camping experiences. A policeman might talk about the "Rules of the Road" for bicycle riders. Summertime is indeed danger time on bicycles! The fireman might speak about the dangers of starting "prairie fires" and campfire safety. The recreation leader could speak about "playground safety." After the picnic supper the parents and children could sign a "safety pledge card" stating that they would follow and observe good safety rules during the summer.

Or another idea might be carried out by the school. A letter could be sent to the parents over the signature of the principal and the child's teacher. It would explain the accident reporting form which would be sent home with the child and a request made that a record be

Safety in Summer

Educators over the country discuss the question "What can teachers and school administrators do to reinforce a pupil's safety education during the summer months?" Their ideas are yours to use.

kept for the summer, signed and returned in the fall (the same procedure as is used for dental and physical check up forms).

It is always well for teachers to inform the parents of their safety teaching to the children. Many parents are not aware of what is being done in school. Parents may violate the rules and even expect their children to violate them when they are not aware of the proper safety rules. Good communication brings results in better cooperation between home and school to make this a safer place for your child and mine●

VICTOR E. LEONARD, principal, North Mianus, School, Greenwich, Conn.

IT would be a utopian situation if our young people were safe all the time—especially during the summer months when they have so much free time. We know and expect that our youngsters will engage in many and varied activities when there is no school. It therefore behooves us to make sure that our future citizens remember their safety teachings when free from our supervision.

One technique is to offer a summer safety program for all the school children just prior to the close of school. This assembly should place special emphasis on water safety (swimming, boating, fishing), camping (hiking, cookouts, information about animals, snakes, plant life), and other aspects of summer safety.

Teachers should include literature on safety when they give summer reading lists to their pupils.

A long-range "reporting assignment" by the teacher can help and also be fun. The child can record his summer experiences on a weekly basis and tell how he observed safety rules. This report can be submitted in September for class discussion.

Announcements at special summer functions such as, concerts, athletic events and town-wide programs can be made by school personnel on safety precautions.

Many teachers work with children in summer jobs, such as camping, beach groups and on playgrounds. This is another excellent medium for promoting safety education among our young folks.

We know that summer time is play time, but it can also be a time of tragedy. There must be a concerted effort by all of us to keep our children safe●

HOWARD C. LEIBEE, director, physical education for men, University of Michigan, Ann Arbor

ACCIDENTS to school-age children are for the most part due to the community's failure to (1) eliminate hazards, (2) provide adequate controls, (3) establish safety standards for activities, (4) provide competent leadership and supervision and (5) provide adequate safety education programs. School administrators and teachers should assume the leadership in reducing these failures and in securing the necessary cooperation of many community agencies.

The following are a few specific suggestions as to how safety education for summer vacation periods might be implemented:

1. Use the homeroom periods during the latter days of the school year to discuss the topic.
2. An assembly period might be devoted to the topic and could include presentations by students and representatives of community agencies concerned with summer safety.
3. In the elementary grades, informed teachers

could devote some time during the regular school hours.

4. Safety education material for summer vacations might be included in certain core curriculum courses.

5. School personnel involved in safety education programs might "call a meeting" of representatives of community agencies conducting summer vacation programs for the purpose of promoting safety education.

6. School personnel concerned directly with the administration of summer recreation programs should devote a share of the staff meetings to the safety program.

7. Space in the local newspapers and time on the local radio stations might be secured for the dissemination of safety education information.

8. Implement summer safety through a poster program. This might be held as part of the art program in the schools or it might be a part of the summer recreational program●

DALIBOR W. KRALOVEC, assistant director in charge of safety, Philadelphia Public Schools, Pa.

ONE of the real tests of a school safety program is the carry-over value during the summer vacation when there is less organized jurisdiction over children. This carry-over cannot be left to chance. Much can be done to assure a fine accident-free summertime record through adequate planning, development of program materials and effective supervision.

I believe teachers and administrators should keep accident records. These basic records must be studied over several years to determine hazardous situations and points for instructional emphases.

I believe an excellent safety program may well be used as a public education device through media such as the local and city newspapers, radio and television and special performances and events.

Last May we sent a letter to every principal in Philadelphia giving statistics and emphasizing play safety, water safety, boating precautions, swimming and diving hazards, sunburn, sunstroke and heat exhaustion, bicycling safety, poisonous plants, insects, snakes and animal safety, home safety and pedestrian safety.

In addition we suggested: planned classroom lessons, home room discussions, safety films, collections of pictures and clippings, preparation of stories or descriptions, school news items, construction activities, special participation projects involving the school council, safety commission or safety patrol, bicycle inspections and demonstrations and bulletin boards with safety messages●

MRS. PAT TALBOTT, Wichita, Kan.

HOW to provide safe and happy vaction-time play for children puzzles many communities every summer. Two parts of this puzzle often are missing: (1) parental time given to directing summer play, and (2) knowledge of play resources. Schools can help to provide the second missing part. Too, a central information office would be valuable.

How are parents to know about play resources? How do they get their boys and girls into active programs? The harassed mother watches her son charge out with handmade bow and arrow, which to her is dangerous. Can she direct him to a supervised playground to divert this interest? Or can she find a good archery teacher to safely build upon this interest?

A central information office is important at this point. Through it parents can learn what the community offers—where are the supervised playgrounds, swimming classes, baseball leagues and archery ranges? How does one enroll the youngster?

The center could be managed as a part of an established office. A chamber of commerce or community welfare council could fill a real need. Activity lists could be supplied to local news media.

A concise safety bulletin should be issued to pupils and parents at the end of the spring term. Its safety suggestions should include those formed by pupils in class periods near the end of school. The central office location and phone number should be listed and its service explained to encourage fullest use●

. . . with educators over the country to study "Safety in the Sixties" at the 47th National Safety Congress

EAST meets West—the twain will again meet —in Chicago on October 19 through 23 during the 47th National Safety Congress and Exposition.

Educators, administrators and parents from all over the nation will share their experiences and collect new ideas in safety education at the school and college sessions held in the Morrison Hotel.

Delegates from all facets of the accident prevention field will focus their attention on "Safety in the Sixties," the 1959 Congress theme. Each area will discuss the accident picture as it is expected to look next year. Speakers and audiences will then deal with the various methods and newly suggested plans for prevention before the grim picture is made.

Educators will find themselves torn between hundreds of possible meetings to attend in this vast safety supermarket. Besides the general school and college sessions, there will be specific interest areas dealing with programs in elementary education, secondary and college and university safety, driver education, school transportation, safety education supervisors, research and accident reporting.

Elementary educators will study ways to implement a program to deal with safety education needs. They will attempt to tie in these needs with the education curriculum. One session will *look at* children as a means to determine their student accident prevention programs. And in still another session the elementary educators will take a *look with* children at their safety needs. Planners expect to have 10 children from different grades working with adults, i.e., teachers, a mother, father, policeman, fireman, etc., in dealing with the accident problem among school children.

In addition to the many and varied meetings, the opening general session of the school and college program will be Monday afternoon, and a breakfast, open house and dinners are planned.

The all-congress banquet will be held this year on Tuesday evening rather than Wednesday, which has been the traditional banquet night for many years.

One school and college session certain to receive much attention among educators is the Monday evening rotation geared to the theme "Challenges in School Safety Programs." The three leadership teams—kindergarten and elementary, junior and senior high school, junior college and college—are expected to rotate around rooms to discuss some of the current challenges in or to safety education at their level. Each team will have a leader and three resource people, representing administration, safety education and environmental safety.

The program committee planning the school

and college sessions is headed by May Hazard, Hamtramck, Mich., Public Schools.

Mrs. Hazard said, "Educators can't afford to miss this unique opportunity to meet with others who share similar interests in safety education, to compare programs, to learn the true methods and to study the newest thinking in the safety education field."

Write Eloise Mount, School and College Dept., National Safety Council, for Congress information and room reservation applications●

What Is Your Water Safety I.Q.?

1. You are swimming in open water and get a severe cramp in your leg. You should:
   (a) Roll over to a face-down position and massage the aching part.....
   (b) Swim to shore as quickly as possible.....
   (c) Tread water and call for help.....
2. You are out in a boat in rough water and the boat capsizes. You should:
   (a) Get away from the boat, tread water and call for help.....
   (b) Try to swim to shore.....
   (c) Hang on to the boat.....
3. You are swimming in heavy surf and find yourself being carried out to sea. You should:
   (a) Swim toward shore at an angle.....
   (b) Swim to one side and not against the current.....
   (c) Stop swimming and float with the current.....
4. You are walking out into the water and you step into a deep hole. You should:
   (a) Drop your head forward and move your arms under water, dog-paddle style.....
   (b) Throw up your hands and yell for help.....
   (c) Sink to the bottom and push off with your feet to bring yourself up.....
5. You want to test your endurance with some distance swimming. You should:
   (a) Ask the lifeguard to keep an eye on you.....
   (b) Swim parallel to shore.....
   (c) Arrange for a boat to accompany you.....
6. You are climbing up a pool ladder when you notice someone in trouble behind you, about 4 feet from the side of the pool. You should:
   (a) Hold onto the ladder and extend your leg back for him to reach.....
   (b) Call the lifeguard.....
   (c) Swim out to him and bring him back to the side.....

Scoring

Give yourself 2 points for each correctly checked blank. The maximum score possible is 16. If you scored less than that, better investigate your Red Cross chapter's water safety classes. If you reached the top mark, you might qualify for water safety aide or instructor courses.

Answers

1. (a) The face-down position enables you to float while you are relieving the cramped muscle.
2. (c) Boats usually float.
3. (b) This maneuver takes you away from the current and conserves your energy so you can swim back to shore in a straight line.
4. (a) and (c) Either way will take you out of a hole. If you use (c) you will continue to push up and down, in a bobbing manner, until you're clear.
5. (b) and (c) Even if a lifeguard could concentrate on a single individual, if you swim out, you must get back. This might overtax your ability.
6. (a) The easiest and safest rescue technique is to extend your reach, whether by an arm, a leg, or a reaching pole. Time is the important factor, therefore (b) would be a secondary answer. Swimming rescues should be a last resort unless a person is trained.

Track and Field Events

Track and field athletics are among the less hazardous sports activities. However, many potential trouble areas could develop if proper planning and maintenance are not observed.

The surface and curbs of the running track, the location of the field event areas, the substance used in the jumping pits to cushion athletes' falls—all of these call for careful supervision.

There are no available statistics on the number of injuries which occur each track and field season as a result of poor physical conditions. Also, it is not possible to tell how severe such injuries may be. Yet almost everyone who has followed the sport can recite instances where athletes have been unnecessarily injured.

Although there are no accurate statistics, a greater number of accidents happen during practice sessions. In addition, track coaches claim that more accidents occur indoors than outdoors, which they attribute to the crowded conditions.

The Track

1. The top surface of the track should be composed only of fine grained material—screened through ¼ inch mesh—so that no runner will be exposed to the chance of stepping on loose or uneven ground and twisting an ankle. Also, if a runner falls on a fine surface, his skin will suffer much less than from a fall on coarse material.

2. The curbs on each side of the track should be about two inches above the track level, with rounded top surfaces and marked with a light-colored paint.

3. Lanes should be at least 36 inches wide for the straightaway. A 30 inch lane could be used around turns when a staggered start is possible. However, for running the hurdles, a lane should be at least 42 inches wide for high school and 48 inches for college. These widths should be strictly enforced so that no runner could normally bump or strike another runner.

4. In races which are run around turns, every precaution should be taken to avoid possible congestion as runners enter the turn. Congestion can be avoided by: (a) staggering the start and having the runners maintain individual lanes around one turn and (b) starting a race in the middle of the straightaway, which would then leave 40 to 50 yards of straight running before entering the turn.

5. The rule governing "cutting-in" should be rigidly enforced so as to eliminate the danger from spiked shoes. (See Rule 23, "Changing of Course," *The Official National Collegiate Athletic Association Track and Field Guide*, 1959, P.O. Box 757, Grand Central Station, New York 17, N. Y.) This rule also applies to college racers.

6. In hurdles, only standard type hurdles should be used (see Rule 28 of above mentioned book). Immediately after use, the hurdles should be removed from the field and chained together.

7. Only contestants and officials should have access to the track.

turn page

Runways should have an even, smooth surface. Lanes should be spaced at least 36 inches wide for the straightaway.

The Field

8. Each field event area should be isolated from other field events and the track, so that no competitor will in any way interfer with another.

9. The runways should be well constructed with an even and smooth surface which will not become slippery when wet. There is a trend toward the construction of hard-top runways so that they will not become soft and slippery in rainy weather.

10. High jump pits should have a minimum of two feet depth filled with sawdust, shavings or a mixture of both. For pole vault pits, three feet depth of soft material is necessary. For broad jump pits, a minimum of 18 inches of fairly coarse sand is satisfactory. The pits should be constantly raked so that they remain resilient, level and loose.

11. The equipment used (poles, cross bars, etc.) should be made only of the best materials so that breakage during use will be at a minimum. Consult a reliable dealer for advice concerning good equipment. Do not buy "bargains." Good equipment costs more, but will last longer and is safer.

12. Shot-put and discus throw events should be carried on only in specially designated areas —fenced off or away from the general traffic. A log or other device should be used to stop all rolling shots or sliding discs.

13. Only contestants and officials should have access to the field.

The Contestants

14. Each contestant's physical fitness and health should be certified by a physician.

15. Each contestant should wear only well fitting and clean uniforms to insure free performance and to prevent infections.

16. Each contestant should be willing to assume the responsibility of doing nothing that might endanger himself or another contestant or an official.

17. Athletes should stop, look and listen while in warm up sessions, in practice and during meets. Teammates sometimes start daydreaming while warming up and could unthinkingly walk in the way of a racer taking a fast break.

18. Contestants must be certain to go through a thorough warm up period which will prepare

Hurdle lanes should be at least 42 inches wide for high school and 48 inches for college. —Photo: Northwestern University

their bodies for the strain and exertion of the practice or contest.

The Coach

19. Each coach is responsible for providing first aid equipment for his team.

20. A list should be posted in every track dressing room which would include the coach's telephone number, the number of the team physician, and an ambulance service phone number.

21. The coach should have complete knowledge of how to have an athlete admitted to the nearest hospital. If the coach is not present at all workouts, the procedure should be posted in the dressing room. A delay in such cases could be serious.

The Officials

22. Each official should know and strictly enforce the rules and regulations which apply to the particular event to which he is assigned. He must always act as an *official*, not as a spectator.

The Spectators

23. Spectators should be kept off the playing areas as a safeguard for the contestants as well as themselves. Use of a fence, if possible, is the best method to restrain. They should not stand under the grandstand or bleachers and should never throw anything onto the field.

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This data sheet[1] was prepared for the National Safety Council by Homer Allen, professor, department of physical education for men, Purdue University, Lafayette, Ind.

Safety Education Data Sheets available are:

#429.04-
-19 Alcohol and Traffic Accidents
-78 Amateur Electricians, Safety for
-26 Animals, Domestic
-37 Animals in the Classroom
-57 Auto Shop (Rev.), Safety in the
-66 Baby Sitting
-49 Bathroom Hazards
- 1 Bicycles
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-14 Chemicals
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- 9 Electric Equipment
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-34 Electrical Storms, Safe Conduct in
- 5 Falls
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-25 Fireworks and Blasting Caps (Rev.)
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-81 Gun Clubs: Their Organization and Activities
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-70 Kites and Model Airplanes, Safety with
-23 Laboratory Glassware
- 7 Lifting, Carrying and Lowering
-53 Machine Shop (Rev.), Safety in the
- 2 Matches
-36 Motor-Driven Cycles
-55 Motor-Vehicle Speed
-31 Night Driving
-16 Nonelectric Household Equipment
-82 Office Safety
-65 Part-Time Jobs: Food Handling, Safety in
-13 Passenger Safety in Public Carriers
-10 Pedestrian Safety
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-69 Playground Apparatus
-74 Playground Surfacing
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-35 Poisonous Reptiles
-21 Poisons, Solid and Liquid
-24 Public Assembly, Places of
-51 Pupil Excursions, Safety in
-38 Railroad Trespassing
-11 School Buses—Administrative Problems (Rev.)

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-40 School Parties
-83 Sheet Metal Shop, Safety in the
-17 Sidewalk Vehicles
-84 Skiing Safety
-28 Small Craft
-71 Sports: Baseball, Safety in
-77 Sports: Basketball, Safety in
-72 Sports: Football, Safety in
-75 Sports: General Practices, Safety in
-54 Summer Jobs: laborers, home yard, service-stations
-45 Summer Jobs—Farm
-27 Swimming
-15 Tools, Hand
- 4 Toys and Play Equipment
-89 Track and Field Events
-33 Traffic Control Devices
-48 Unauthorized Play Spaces
-88 Vision and the Driver
-76 (Bad) Weather Conditions, Safety in
-39 (Bad) Weather: Hazards, Precautions, Results
-56 Welding and Cutting Safely
-30 Winter Driving
-32 Winter Sports
-58 Winter Walking (Rev.)
-46 Wood Shop, Safety in the

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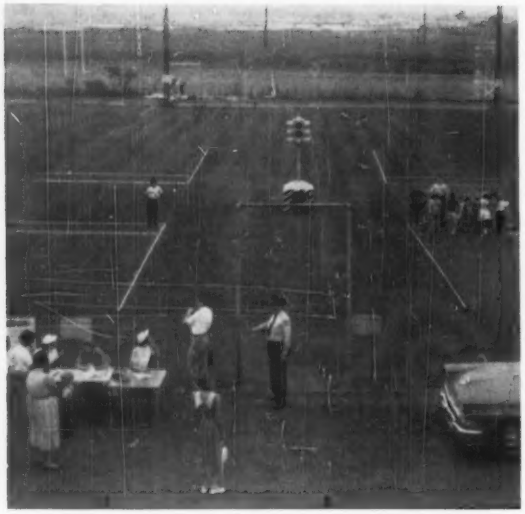


Overall view of the model intersection set up on a football field where children learned the meaning of traffic signals.

Officer tells youngsters the reason for the red, green and yellow lights and how to act.

By Harry Hatcher

Many new situations face the child beginning school, such as crossing streets alone. Parents worried and came up with an answer: a child traffic program.

CHILDREN earn their Green Cross for Safety button before *kindergarten* in the Twin Cities Area.

The youngsters participate in a child traffic training program, learning how to cross streets and ride school buses before they are confronted with the situations.

Sponsored by the family division of the Twin Cities Area Safety Council—St. Joseph and Benton Harbor, Mich.—the training program is held before classes begin in September on various school playgrounds. Before the event, letters are sent to parents of all registered kindergarten students, listing times and places nearest to their homes. Schools, the safety council and PTA groups help spread the word, emphasizing the necessity for the program: the traffic congestion around schools, the increased enrollment and the mounting traffic accidents.

Harry Hatcher is the executive secretary, Twin Cities Area Safety Council, St. Joseph, Mich.

Model intersections were laid out on the school playgrounds and ball fields. Streets and sidewalks were marked with liming machines, such as those used for football fields. In the center of all the intersections was a portable traffic light which operated automatically. At one corner was a stop sign.

The training program lasted four days with 30 schools in Benton Harbor, St. Joseph and Benton Township participating. Buses were recruited from some schools to pick up the students. In others, mothers formed car pools to organize the children.

Since the family division is made up of representatives of PTA, Extension groups, Mothers' Clubs, Red Cross, Child Study Clubs, Women's Service Clubs, police departments and fire departments, members of all these organizations participated in the child traffic training.

Women registered the youngsters and then turned them over to safety council officials for the training. Police officers and school patrol helped explain traffic safety rules.

The children were first taken to the intersection with the traffic light, which was "button operated" by an officer. The meanings of the red, green and yellow lights were explained. Officers emphasized which side of the light the students were to follow as it was found that many children actually were looking at the

Solo Walking

wrong face of the light. The youngsters in groups of 20 were then allowed to cross the street.

They were taken to the intersection with the stop sign and its function was explained. Time was allotted for questions. The school patrol explained his duties and the signals he uses with the youngsters to keep them safe while crossing the street.

Much time was spent with the children at the "uncontrolled" intersection—where there was no light, stop sign, patrol or officer. Most of the youngsters had never crossed a street alone. When they began school in a few weeks, most street crossing would be done at just such "uncontrolled" intersections. Therefore, a major emphasis was placed on the safety precautions necessary before crossing and the safest methods of crossing the streets. They were told to *walk* not run across the streets. Boys rode by on bicycles, giving hand signals and turning and a car with blinking lights signaled a turn to give the five year olds training under actual traffic conditions.

Mrs. Warren Henke, chairman of the family division, said the children took the training seriously, showed much interest in the program and were thrilled with the officers present.

Youngsters were warned about the danger of riding with strangers. Then they marched to the school bus where they were taught how to board, sit and step out safely. Cautions were stressed on keeping arms and head inside the windows and waiting for traffic to clear before crossing the street after the bus departs.

About 1,000 youngsters were trained last September and each received a Green Cross for Safety lapel button at the completion of the training.

Since the program was established, many teachers have instituted safety games in schools and many other communities have requested help in setting up a similar program.

Color slides and a colored movie were taken and incorporated into an overall safety council program to be used during the winter months in schools, churches and women's groups as further training and as a reminder that the child traffic training program would be offered again the next fall●

July is deadline —

Do You Have Your NSC Membership Card?

SCHOOLS and individuals subscribing to SAFETY EDUCATION magazine are entitled to membership in the National Safety Council upon application. In order to clarify Council records, those schools subscribing to SAFETY EDUCATION which desire membership status are requested to designate the individual who will represent the school as a member of the Council. That person must indicate to the Council his desire to represent the school's membership status. He or she will, upon applying with the application blank, receive a membership card in the National Safety Council.

Individual subscribers with school affiliation who desire to be recorded as members of the National Safety Council are requested to so indicate.

Effective as of July, 1959, only those who have complied with this request will be carried as members on National Safety Council records. The form below is to be used for this affiliation. *Fill it out and mail it to the School and College Dept., National Safety Council.*

School and College Dept.
National Safety Council
425 No. Michigan Ave.
Chicago 11, Ill.

I desire to exercise my privileges as a member of the National Safety Council. Please send the membership card to me.

Name_____

Title_____

Street Address_____

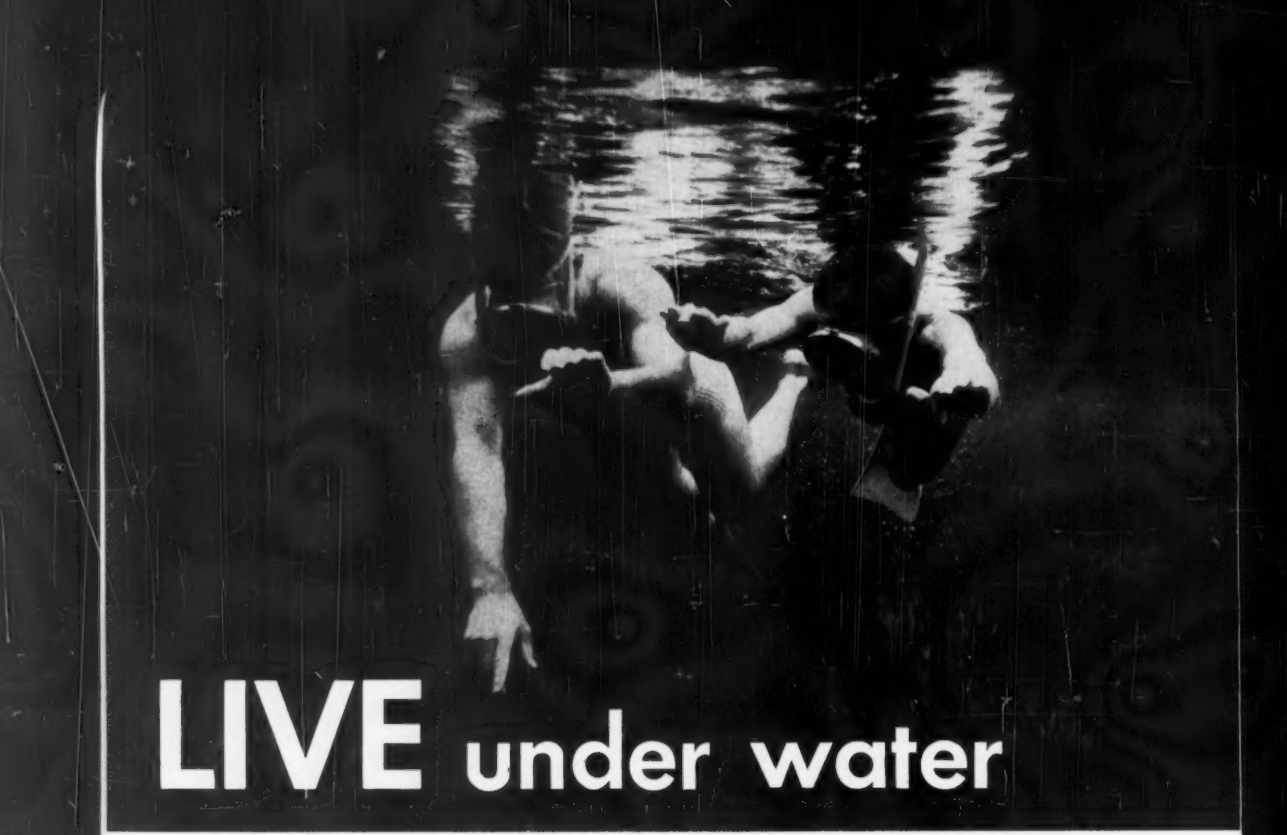
City and State_____

The subscription is in the name of

_____
(School or Individual)

I am particularly interested in: (check one only)

___ Elementary Schools
___ Higher Education
___ Driver Education
___ Safety Education Supervision



LIVE under water

THE exciting and mysterious world beneath the water's surface has suddenly become another playground, and submarine penetration and exploration have come within the reach of millions.

The post-war development of specialized skin diving gear and equipment is racing on with mounting intensity and now offers every youngster an opportunity to have an intimate acquaintance with marine life and the thrilling examination of subsurface objects.

The American public and the children of the nation have responded by buying diving gear in tremendous quantity. But youth groups, schools and related safety organizations lag far behind in providing the necessary safety education and instruction. As in all new sports that possess some degree of danger, the uninformed, untrained and physically unfit who participate are flirting with danger and even death.

Generally among aquatic leaders the term *skin diving* applies to subsurface swimming with a face mask for vision and swim fins for propulsion. Frequently a *snorkel* or breathing tube, is used. Skin divers do not dive or jump into the water with masks on, but use a surface dive exclusively. The depth is limited by the length of time that a person can stay underwater on his own air supply.

The snorkel is an additional piece of gear. The standard type has an automatic shutoff valve, providing the surface floater or diver with the ability to breathe without turning his head. Some authorities feel that a float-type shutoff is undesirable because the valve can be lost or damaged. However, until breath-holding can be practiced using a snorkel without this shutoff feature, constant inspection of the gear may avoid this hazard.

The attached air tanks or "lungs" for underwater breathing are called *SCUBA* (self-contained underwater breathing apparatus). This air supply permits free diving at great depths. Most experts agree that only *persons 18 years of age and above should use such attached "lungs." All agree that a long period of training, conditioning and practice under a qualified and certified expert is basic.*

Any physically fit boy or girl who has passed advanced swimming requirements is ready for instruction in basic skin diving. All regular standards for physical fitness should be met and any youth with an unfavorable condition of eyes, ears, nose or throat should not be allowed to engage in this activity. A perfect respiratory

Alan H. Tucker is a scout executive, Boy Scouts of America, Inc., Charter Oak Council, Hartford, Conn.

By Alan H. Tucker

"Teach 'em to dive and keep 'em alive," the author says. Skin diving—one of the nation's fastest growing aquatic sports—presents a stirring challenge to your school's safety education program.

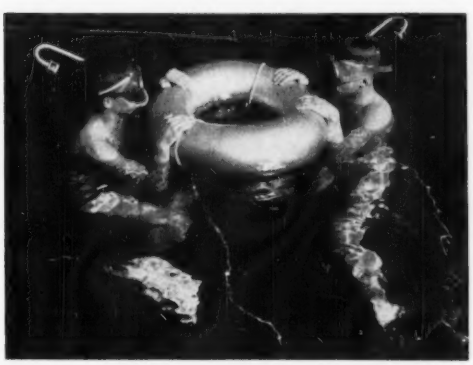
system, clear nasal passages and Eustachian tube with no sinusitis, ear infection, or eardrum imperfection are important requirements because of water pressure when diving.

Earplugs should not be worn, as they frequently interfere with the adjustment of pressure and prevent normal functioning of the eardrum as an alarm signal to indicate the lack of adjustment to pressure.

A mask or face plate of rubber with nonshatterable glass is the best kind to use. Plastic plates fog easily. Fins come in a variety of types and materials. Rubber is best, with proper adjustable sizes desirable. A snorkel may be used, but is not necessary. No homemade type should be permitted.

A float should be used by each individual or group. An inflated rubber tire tube painted yellow provides a point of operations for skin diving and may be anchored as a resting place and emergency buoy for divers. One float for every two pairs of buddies, with supervision, would seem sufficient in normal situations.

Basic instruction should be given in a regular swimming area. Clear water is essential—murky or clouded water is dangerous and serves no useful purpose. Bottoms of lakes and ponds should be thoroughly clear of vegetation, pilings or other obstructions. The depth of water should not exceed 10 feet and the area used should be away from rafts and dockage and free of all craft (boats, canoes, sailboats).



A home made float of an anchored inner tube painted yellow serves as a base of operations for resting or emergencies. Photos by William Hillcourt, *Boys' Life Magazine*

Skin diving instruction should always be given by a qualified waterman with no more than six to eight divers in his group. Instruction is best limited to periods of 20 or 30 minutes to avoid chilling or fatigue.

Observation, retrieving of objects and rapid submersion are included in the supervision and instruction program.

What's the School's Role?

Now let's get down to brass tacks: what can the school do in preventive education and guidance to meet this urgent need?

First—Survey the situation in your school. Find out how many youngsters have such gear, what kind and how often it is used.

Editor's Note: The result will amaze you! It's this author's wager that at least 50 per cent of boys 8 to 16 have one or more skin diver items, and that less than five per cent have ever had any instruction in its use or on the hazards of diving.

Second, recruit qualified and trained local water safety people to assist in special programs, such as in an assembly or home room program.

There are hundreds of skin diving clubs whose personnel are anxious to help. College swimming coaches, YMCA, ARC and Boy Scout trained aquatic leaders will offer suggestions and guidance in this area.

Third, plan a series of educational programs which will stress the safety aspects of skin diving, and the importance of special training for SCUBA, as well as the more serious hazards in this area.

A "live" demonstration, particularly for boys, planned cooperatively with local aquatic personnel in a nearby pool, either indoor or out, would be tremendously helpful. Motion pictures are available from water safety groups for special school programs. Speakers are always willing to cooperate. Posters and poster contests which reveal hazards are another excellent medium of educational emphasis.

If the physical education program can possibly include demonstrations, instruction and a program for advanced swimmers, this of course is the finest approach. But they should be supplemented by other mass educational efforts in some of the above areas, for all children.

So—teach 'em to dive and keep 'em alive●

Are Collegians Immune to Fire?

No one is immune to fire—yet authors find that colleges and student residences fall way below the minimum standards for fire drills.

By Francis J. Quinlan and Daniel P. Webster

IF YOU have sons or daughters in college, you may be concerned about the adequacy of fire protection measures to safeguard them from possible loss of life and injury.

Our Lady of the Angels School fire on December 1, which has cost 94 lives will long be remembered by Chicagoans and grieving parents, relatives and friends. The nation was shocked by this catastrophe. However, too frequently, time not only heals, but makes us forget. The danger already exists that the fine intentions and resolutions of individuals and organizations may be forgotten. While many schools and colleges have taken action, this effort must be sustained and in many cases implemented.

The finger must not be pointed at fire safety conditions in public and private elementary and secondary schools alone, but in our higher education institutions as well. In fact, colleges and universities often have the greatest hazards.

Student residences at boarding schools and colleges are particularly vulnerable to disastrous fires, where students could be caught or trapped in the unprotected buildings, particularly if fires break out at night. This statement by the National Education Association points up the extent of this fire danger in colleges:

"Statistics cannot convey the horrors of any catastrophe. Several years ago 46 students died in a single residence hall fire. The 1,800 colleges and universities have an average of 100 residence hall fires during the school year. The probabilities, therefore, are one in 18 that a residence building on your campus will be visited by fire this year."

In the past two years a series of college residence fires resulting in student deaths have occurred in New York, Idaho, Mississippi and the District of Columbia. The *causes of the fires* have varied, but the *causes of the deaths* have followed a familiar pattern. These include improper storage and waste removal, lack of or inadequate fire alarms, absence of automatic sprinkler systems, open staircases and other vertical openings, lack of alternate exits, and failure to supervise student activities particularly in the use of flammable decorations.

In addition to problems in student residences, colleges have extensive laboratories for instruction and research. They have power plants, large farm buildings, immense storage warehouses, and in fact, practically every type of construction and process which one would find in a community. Fires occur in these locations and take their toll in lives and injuries.

Have you seen "temporary" frame barracks used as dormitories 15 years after their original construction? Have you seen fraternity and sorority houses of frame construction without adequate fire escapes or other alternate means of egress? Do the facilities which house your youngsters have adequate fire alarm systems? Does the college which your son or daughter attends or a college in your community go for months or years without conducting fire drills under varying conditions and at various hours?

These have been of concern to the Campus Safety Association, a voluntary organization of college specialists in safety education and accident prevention. Early in 1957, the Association, a part of the National Safety Council's Higher Education Section, appointed a committee on Fire Drill Standards to explore this problem and to assist in developing recommended standards which higher education institutions might follow in the area of fire drills and alarms. The committee works closely with the National Fire Protection Association, National Board of Fire Underwriters, and the International Association of Fire Chiefs and urges colleges to apply the recommended standards and codes of these groups as well as those required by law.

The committee recognizes that fire drills are but one segment of a complete college fire safety program. While practiced fire drills in them-

Francis J. Quinlan is supervisor of fire protection, Cornell University, Ithaca, N. Y. Daniel P. Webster is staff representative for higher education section, School and College Dept., National Safety Council.

selves will not *prevent* fires, when coupled with effective fire alarm systems, they can be instrumental in *saving lives* through orderly evacuation. States generally demand that fire drills be conducted regularly in elementary and secondary schools. The NFPA and other organizations recommend such drills in colleges. However, the committee feels that information is needed on the types of buildings in which drills should be conducted, frequency of drills, hours of day, and methods of organizing drills under varying circumstances.

When a fire occurs one of the first utilities to be lost is electricity. In a student residence the loss of electric lighting in the presence of smoke and tear-producing gases practically eliminates the ability to see. In the recent dormitory fire at a southern university approximately 1,100 undergraduate students safely evacuated the building. One might conjecture the loss if the lights had gone out. Other incidents have told a far more grim tale.

No wonder that John J. Ahern, former director, Department of Fire Protection and Safety Engineering, Illinois Institute of Technology, said:

"Fire drills are an integral part of a life safety program. They are particularly important in residence halls as the element of panic is greater when people are suddenly awakened and confronted with an unexpected situation. A few drills will overcome this tendency and make the speedy evacuation of the building a routine matter under any circumstances.

Instead of 94 lives lost in Chicago, there could have been a far greater number if the pupils had not practiced fire drills.

On October 1, 1958 the committee sent a questionnaire on fire drill practices to 1,933 colleges and universities. Wherever possible it was mailed to the safety director or the provost or president. The response was gratifying. About 20 per cent of the forms were returned.

To tabulate, the 341 returns were separated according to:

1. Level of education—junior college, college or university
2. Type of operation—public or private
3. Composition of student body—male, female or coeducational

Returns showed that 35 per cent, or 121 of the total 341 colleges conducted *no* fire drills. It was gratifying to note that 84 per cent of the 85 public and private junior colleges did conduct fire drills, even though many, located in cities, did not have housing facilities.

As the level of education increased, the tendency was away from fire drills, with 38 per cent of the 188 colleges, and 45 per cent of the universities conducting no drills. It may be that junior colleges accept fire drills as a normal extension of secondary school practices.

Colleges Which Conducted No Fire Drills

	Number of Responses	Number Conducting No Fire Drills
Junior College	85	14
Private	23	3
Men's	1	—
Women's	10	—
Coed	12	3
Public	62	11
Men's	1	—
Women's	—	—
Coed	61	11
College	188	72
Private	142	55
Men's	30	14
Women's	26	5
Coed	86	36
Public	46	17
Men's	—	—
Women's	1	—
Coed	45	17
University	56	25
Private	20	10
Men's	7	7
Women's	1	—
Coed	12	3
Public	36	15
Men's	1	1
Women's	1	1
Coed	34	13
Unclassified	12	10
TOTAL	341	121

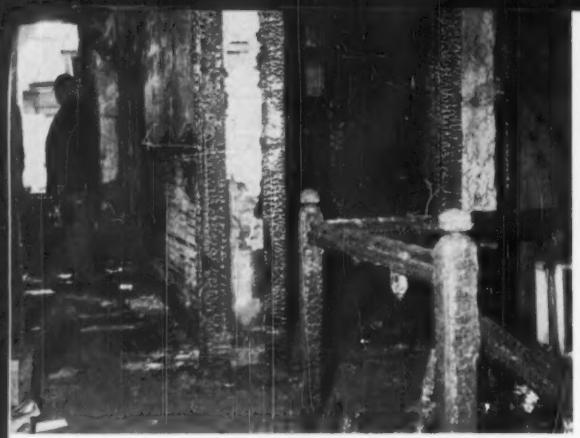
Little difference was found between private and public colleges. Of the 144 public institutions, 43 or 30 per cent did not conduct drills; of the 185 private colleges, 68 or 31 per cent had no drills. These and subsequent figures do not include the 12 colleges which did not identify themselves by name or type.

Among the 65 per cent of the colleges which did conduct fire drills, there were wide variations on which facilities conducted drills. For examples, a large number of colleges held fire drills only in women's dormitories. A number doubted whether fire drills were conducted in fraternities or sororities.

Of the 249 colleges which had dormitories, 40 per cent indicated they conducted no fire drills during the year. Of the remainder, one to three drills during the year was the most frequent.

Fire drills were seldom conducted in fraternity houses with 80 per cent indicating no drills. Of those which conducted drills, the majority held only one to three.

Practices of sorority houses were only relatively better, with 66 per cent conducting no drills. In the others there was a more equal



Two George Washington university students burned to death in bedroom on left at Delta Tau Delta fraternity fire.

Flames fed by party decorations of wood shavings and tar paper raged up open stairwell trapping sleeping boys.

Two Students Perish

distribution of frequency, with the greatest number conducting four to six or seven or more drills.

Less than 42 per cent of the colleges reported that they conducted fire drills in classroom buildings during the year. Of the colleges which did, the frequency was either low (one to three) or high (seven or more).

An even smaller number of the total, 40 per cent, indicated they conducted fire drills in laboratory and shop areas. Of those which did, drills were usually conducted three or less times a year.

Less than 40 per cent of the colleges conducted fire drills in student centers.

Scarcely a quarter of the colleges with infirmaries or hospitals conducted drills in these facilities.

Frequency of Drills by Level of Education

Junior Colleges

Twenty of the 36 junior colleges with dormitories, or 55 per cent, held regular fire drills, usually four to six times a year. However, drills were more likely to be held in private than in public junior colleges, with the greatest number requiring four to six drills per year.

The majority of junior colleges which conducted drills required them in classrooms, laboratories and shops, 74 per cent and 72 per cent, respectively, but in these locations public junior colleges were more likely to require drills, usually seven or more per year.

Colleges

Approximately 60 per cent, both private and public, of the colleges required fire drills in dormitories, and the frequency of drills was much the same with the greatest number of colleges holding one to three drills per year. However, a slightly smaller number of colleges conducted seven or more drills.

So few fraternities, either in private or public colleges, conducted fire drills that no pattern could be established. Private colleges had more frequent drills in classrooms, laboratories and shops, but for all colleges the usual number was one to three.

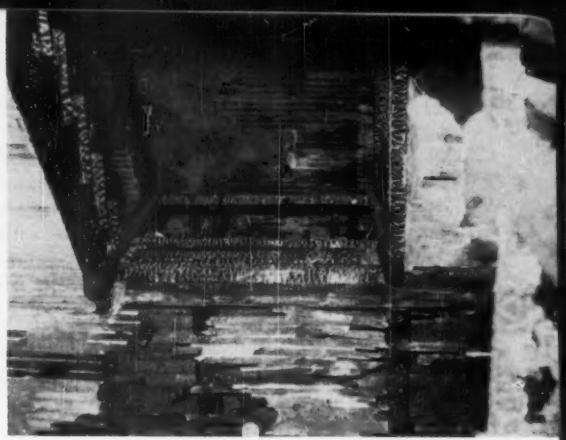
Universities

Public universities were likely to require more frequent drills in dormitories, but the usual

Frequency of Fire Drills Conducted throughout the Year for All Colleges

	Student Body:	Men's				Women's				Coed				Total				
Colleges With Facility	Fire Drills / Facility	None	1-3	4-6	7+	None	1-3	4-6	7+	None	1-3	4-6	7+	None	1-3	4-6	7+	Total With Drills
249	Dormitories	21	6	4	3	5	11	9	11	75	48	26	30	101	65	39	44	148
83	Fraternities	9			1					57	10	3	3	66	10	3	4	17
51	Sororities									34	7	5	5	34	7	5	5	17
323	Class Rooms	23	5	4	3	16	11	3	7	149	47	19	36	188	63	26	46	135
278	Labs-Shops	22	4	4	2	12	7	2	4	135	38	18	30	169	49	24	36	48
217	Student Centers	18	1	3	1	8	6	1	3	122	21	10	23	148	28	14	27	69
171	Hospital or Infirmary	21	3	3		15	4	2	4	89	12	7	11	125	19	12	15	46

Closed doors protected rooms where firemen rescued boy. Cigarette dropped near decorations possibly caused fire.



View of open stairway where fire vented up to skylight. —Photos by Robert J. Smith of the University of Maryland

In Fraternity Fire

number for all universities which required drills in these facilities was only one to three a year. No private university reported fire drills in classrooms, laboratories or shops, whereas there were a few public institutions which required them, usually three or less a year.

Variations by Composition of Student Body

None of the public or private men's universities required fire drills, whereas drills were required in dormitories of some women's universities. By contrast the majority of coeducational universities conducted fire drills in dormitories, usually one to three a year. Fire drills were held in approximately half of the sororities in all coeducational universities, while only slightly more than a quarter of the fraternities in public coeducational universities held fire drills, usually one to three a year. Fraternities in private coeducational universities almost never held fire drills.

The numbers of men's and women's private and public junior colleges and colleges which conducted fire drills were so few that it was impossible to draw any conclusions except that the frequency of drills was low.

Conclusions

No group of colleges whether examined in total, by educational level, type of operation, or composition of student body, met even minimal standards for fire drills based on practices at lower levels of education and recommendations of authorities in the field.

Generally there were little differences in fire drill practices in public and private institutions.

Fire drill practices for the protection of life became weaker with the increase in educational level.

Greater stress on the practice of emergency evacuation is given to women than to men.

Some individual institutions have developed good fire drill programs, as supported by exhibit material submitted to the committee. It is unfortunate that many of these colleges did not initiate such programs until a disaster had occurred.

Recommendations for Administrative Action

An emergency evacuation program to be effective either in practice or in the event of an actual emergency is dependent upon a number of related factors. These include construction and fire protection features, careful planning and instruction, adequate and distinctive fire alarm systems, and instilling an attitude in all students and staff members that fire drills are a most serious business intended for the protection of life.

To evacuate a building, one must first know that there is a fire or other emergency, hence the importance of fire detection and alarm systems. Until the release of the committee's report on fire alarm types and connections, tentative recommendations only on conducting fire drills can be given.

1. Fire drills should be conducted in colleges on much the same basis, with certain adaptations and additions, as in elementary and secondary schools. You can't justify a delay in initiating an emergency evacuation program *after a fire in which lives are lost.*

2. If resistance to a comprehensive program is too great (this won't occur if you make the president or provost fully aware of his responsibility to protect life) develop a progressive plan. Include at the start *all* housing facilities such as dormitories, fraternities and sororities

and group houses—even coops. Also include other buildings which have great potentials for serious fire: those housing shops and laboratories, those in which volatile or flammable materials are used or stored, those of non-fire-resistive construction. Then include those with poor fire protection such as no automatic sprinklers or alarms, until all facilities are included.

3. Arrange to conduct fire drills on at least a monthly basis. During the regular school year of nine months it is preferable that at least four or five drills be conducted before January 1. Drills should also be conducted during intersessions and summer sessions, with the relative number increased with shorter terms.

4. With the aid of the fire department, insurance specialists and qualified staff members, critically examine each building and each room of each facility to determine normal and alternate escape routes. Determine the method of alarm for each location, and one distinctive from all others.

5. Prepare standard instructions for students, staff members and visitors when a fire alarm is sounded. Supplement these with specific instructions for particular locations, and for students or personnel who will have specific duties.

6. Develop instructions for all students, staff and visitors:

—definition of the alarm signal for evacuation and return

—utilities and equipment which should be turned off—or left on—including lights

—closing but not locking windows, transoms, doors, and by whom

—maintaining silence unless essential to movement of personnel

—instructions to walk and never run, and keep to right in halls and on stairs

—normal route to take, and alternate egress in case exit is blocked

—distance to move from building (at least 100 feet) and place to assemble

—responsibility of instructor to check room to see that it is completely evacuated without exception

—instructions for sounding an alarm or reporting fire or emergency. There is no such thing as a "small fire."

—assistance to incapacitated occupants

—never reenter building under any circumstances until all-clear is given

7. Additional procedures should be developed and instructions issued for evacuation:

—Designate students to serve as room monitors to make sure that all occupants have been alerted and have left the building. Do not overlook bathrooms, storage and laundry areas.

—Have them immediately report to a designated location to check attendance.

—Have occupants follow general evacuation procedures, but in event of alarm at night, or when student is taking a shower, wear only shoes, coat or wrap, and towel—don't delay getting dressed, or gathering personal possessions.

—Self preservation procedure if door is hot, or exit inaccessible.

—Circumstances when first aid fire fighting equipment may be used after fire department has been called, and students evacuated.

8. Post instructions on emergency procedures at the inside jamb of all rooms, preferable near a light switch. Supplementary instructions should be conspicuously posted in all hallways and in numerous locations in large meeting rooms, auditoriums and gymnasiums. Don't be satisfied that these instructions will be read—have them read by the instructor or person responsible for the area, the first time the room is used by students and as frequently thereafter as necessary to assure that the instructions are understood and known.

9. Determine functions for service personnel during drills and emergencies, including shut down of power and steam, first aid fire fighting and traffic control. All other personnel not performing protective functions must evacuate buildings.

10. Arrange for progressive fire drills. First drills should be announced with opportunity to discuss procedures before drill. Subsequent drills should progress from surprise drills during daylight hours, surprise drills with blocked exits, to surprise drills with and without blocked exits at night. In residences the effectiveness of a night drill can be obtained by calling it just after students retire, or just prior to normal hour of arising.

11. Use a fire drill report form to review type and circumstances of alarm, and effectiveness of evacuation.

12. Make it clear to all college personnel and students that false alarms will not be tolerated, and that penalties for sounding false alarms which jeopardize the safety of students and firemen will lead to severe punitive action●

One teacher writes of —

New Visual Aid For Driver Education

A MUCH-APPRECIATED tool for insuring motivation and interest in the classroom part of a driver education program—was the way Harry Craner described the new visual training transparencies.

Craner, director of driver education at Jamaica Ave. High School, Plainview, N. Y., uses the series of Porto-Clinic transparencies in his classes. They are projected on a wall or screen in a fully-lighted classroom by means of an overhead projector.

The transparencies supplement various driver education materials ranging from natural laws and physical factors to road conditions and defensive driving. These visual aids are either a single basic slide or have as many as four overlays, affording progressive build-ups and enabling the instructor to explain step-by-step action. An Instructor's Guide accompanies all series.

SOME IMPORTANT CAUSES OF DEATH IN THE U.S. AT SCHOOL AGE, 1957

Cause of Death	5-9 Years		10-14 Years		TOTALS: 5-14 Years		15-19 Years		20-24 Years		TOTALS: 5-24 Years	
	Number of Deaths	Per Cent of Deaths	Number of Deaths	Per Cent of Deaths	Number of Deaths	Per Cent of Deaths	Number of Deaths	Per Cent of Deaths	Number of Deaths	Per Cent of Deaths	Number of Deaths	Per Cent of Deaths
All Deaths	8,785	100%	7,097	100%	15,882	100%	11,608	100%	13,529	100%	41,019	100%
Accidents	3,372	38	3,082	44	6,454	41	6,298	54	6,675	49	19,427	47
Cancer (malignant neoplasms)	1,306	15	906	13	2,212	14	914	8	984	7	4,110	10
Pneumonia	541	6	401	6	942	6	407	4	469	4	1,818	4
Congenital malformations	703	8	376	5	1,079	7	276	2	221	2	1,576	4
Homicide	59	1	79	1	138	1	426	4	829	6	1,393	3
Diseases of heart	125	1	163	2	288	2	455	4	615	5	1,358	3
Suicide	0	*	68	1	68	*	288	3	592	5	948	2
Nephritis and nephrosis	169	2	194	3	363	2	257	2	320	3	940	2
Vascular lesions, central nervous system	156	2	96	1	252	1	171	2	262	2	685	2
Influenza	147	2	152	2	299	2	164	1	154	1	617	2
Diabetes mellitus	51	*	95	1	146	1	102	1	151	1	399	1
Benign, unspecified neoplasms	126	1	84	1	210	1	79	1	99	1	388	1
Complications of pregnancy, childbirth, puerperium	0	*	10	*	10	*	128	1	223	2	361	1
Tuberculosis, all forms	36	*	26	*	62	*	72	1	180	1	314	1
Rheumatic fever	67	1	121	2	188	1	59	1	36	*	283	1
Anemias	86	1	55	1	141	1	43	*	48	*	232	1
Meningitis (nonmeningococcal)	89	1	67	1	156	1	40	*	28	*	224	1
Appendicitis	82	1	65	1	147	1	42	*	29	*	218	1
Gastritis, enteritis, colitis	67	1	35	1	102	1	48	*	45	*	195	*
Meningococcal infections	70	1	28	*	98	1	30	*	15	*	143	*
Bronchitis	70	1	22	*	92	*	16	*	19	*	127	*
Measles	91	1	19	*	110	1	9	*	2	*	121	*
All other causes‡	1,372	16	953	14	2,325	15	1,284	11	1,533	11	5,142‡	13
Accidental Death Rates†	18.7		20.6		19.6		54.0		64.4		35.3	

Source: National Office of Vital Statistics

†Rates are deaths per 100,000 population in each age group.

*Less than one-half of one per cent.

‡Includes 86 acute poliomyelitis deaths.

By Jennie Spadafora

A Lot To Live For . . .

THIS little fisherman caught a few small ones. Sure—they were small, but *he* doesn't think so. To him, they are the largest, most wonderful fish ever caught. And he dreams about the days when he'll "be grown up" and will be able to "go out in a big boat and really catch huge sharks and whales."

This little fisherman has a lot to live for—a whole life of experiences, learning and contributions. But he needs help. He must learn how to live—how to survive in order to realize his ambitions.

Since 1946 the National Safety Council has been saying "Two out of five children (5 to 14 years old) who die are killed in accidents." Official figures for 1957, which recently became available, unfortunately do not change this statement; they only verify and re-emphasize it. The ratio was even higher for ages 15 to 19 and 20 to 24 years old.

This does not mean that accidental deaths of persons 5 to 24 years old increased greatly in number over the 10-year period 1947 to 1957. In fact they increased only 1 per cent—from 19,235 in 1947 to 19,427 in 1957*. However, deaths from non-accidental causes decreased 31 per cent, from 31,426 in 1947 to 21,592 in 1957*.

The second cause of death in 1957 among persons 5 to 24 years old was cancer with a total of 4,110 deaths. Pneumonia was third with 1,818, followed by congenital malformations with 1,576 deaths.

The accompanying table gives the 1957 record for some important and well-known causes of death for each five-year age group from 5 to 24 years. It will be noted that the frequency of deaths for some causes fluctuates considerably from one age group to another. The accidental death rate per 100,000 persons varies from 18.7 for children 5 to 9 years of age to 64.4 for persons 20 to 24 years old.

Among children 5 to 9 years of age, cancer with 1,306 deaths was the second cause of death followed by 703 deaths from congenital malformations and 541 from pneumonia. Accidental deaths, the most important cause of death in this age group, were more numerous than deaths from the next three leading causes combined.

Cancer, with 906 deaths, ranked next after accidents as a cause of death among children 10 to 14 years of age. Pneumonia, the next most important cause, was responsible for 401 deaths. Accidents, however, caused more than three times as many deaths in this age group as cancer.

The leading fatal disease among young people 15 to 19 years of age was cancer with 914 fatalities. There were 455 deaths from heart disease, 426 from homicide, and 407 from pneumonia, the next most important causes. Again, accidents were the outstanding cause of death, accounting for nearly three times as many deaths as the four leading non-accidental causes combined.

turn page

*The 10-year changes reflect both the changes in accident and disease experience and the changes in methods of death classification resulting from the 1948 Revision of the International List of Causes of Deaths.

Jennie Spadafora is a statistician in the statistics division, National Safety Council.

Among persons 20 to 24 years of age, cancer, with 984 deaths, was the leading non-accidental cause of death. Homicide ranked next with 829 deaths followed by heart disease with 615. The chief cause, accidents, resulted in almost seven times as many deaths in this age group as cancer.

Over the past 10 years*, medical science has proved its effective power among persons 5 to 24 years old. Great progress has been made particularly in tuberculosis. It is interesting to note that polio—formerly one of the most dreaded diseases of childhood—claimed only 86 deaths in 1957 and is not listed separately in the table.

In 1947, the death rate in the 5 to 24 year age group for tuberculosis was 13.0 per 100,000 persons; in 1957, the rate dropped to 0.6. In 1947, the rate was 6.4 for heart disease and 3.9 for pneumonia; in 1957, the rate was 2.5 for heart disease and 3.3 for pneumonia. In 1947, appendicitis had a rate of 1.9; in 1957, 0.4.

In 1947, the accidental death rate for persons 5 to 24 years old was 42.1; in 1957, 35.3, a decrease of 16 per cent.

The historical table which follows, summarizes the number of accidental deaths and the relation to all deaths as shown in previous tables. In interpreting this data one must keep in mind the changes in population as well as the reduction in non-accidental deaths in each age group. For example, despite an increase in accidental deaths from 1949 to 1957 in the 5 to 9 year age group, the accidental *death rate* dropped 20 per cent during this period because of the increase in population. The per cent of accidental deaths to all deaths increased from 34 to 38 per cent, but that was due to the fact that greater medical progress reduced the non-accidental death rate more than the accidental death rate●

Number of Accidental Deaths and Per Cent of All Deaths for School Ages by Age Group, 1940 to 1957

Year	5-9 Years		10-14 Years		15-19 Years		20-24 Years	
	Number of Accidental Deaths	Per Cent of All Deaths	Number of Accidental Deaths	Per Cent of All Deaths	Number of Accidental Deaths	Per Cent of All Deaths	Number of Accidental Deaths	Per Cent of All Deaths
1940	3,286	28	3,180	27	5,792	27		
1941	3,347	31	3,355	31	6,556	32		
1942	3,138	31	3,202	33	5,949	32		
1943	3,402	32	3,234	32	5,940	31		
1944	3,461	33	3,243	33	6,058	34		
1945	3,502	35	3,334	36	5,764	35		
1946	3,392	36	3,153	37	5,797	39		
1947	3,252	38	2,817	39	5,733	41		
1948	3,174	37	2,685	38	5,489	42		
1949	3,004	34	2,535	35	5,013	42		
1950	3,004	37	2,515	39	5,200	45		
1951	3,161	38	2,731	42	5,495	49		
1952	3,216	36	2,764	41	6,000	51		
1953	3,243	38	2,893	43	5,981	53		
1954	3,207	38	2,732	44	5,450	53		
1955	3,285	39	2,814	45	5,817	55	6,925	50
1956	3,390	40	2,926	46	6,293	58	7,252	53
1957	3,372	38	3,082	44	6,298	54	6,675	49
Changes in Accidental Death Rates per 100,000 Population								
1949-57*	—20%		—10%		+15%			

***1949 is used as the base year. Figures for years prior to 1949 are not completely comparable to those for earlier years due to the Sixth Revision of the Statistical Classification List which reclassified some deaths from accident to disease categories.**

MAY 1959

LOWER ELEMENTARY SAFETY LESSON

S-1393-A

Vacation Time

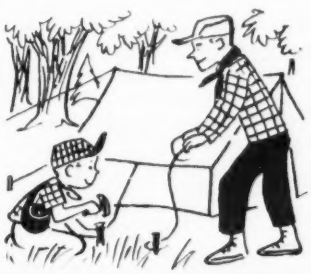
Summer is near.
We will have a vacation.
It will be fun.
It will be exciting.
It could also be dangerous.
We *must* be careful!

Going Swimming?

Where do you swim?
Is it always at the beach where there is a life guard?
Do not swim in a gravel pit or deep hole. These are very dangerous.
Do you always have someone with you?

Fishing and Boating

Do you like to fish?
Are you careful not to cast your line near other persons?
Do you sit quietly in the boat?
You will be safer if you do.



Hiking and Camping

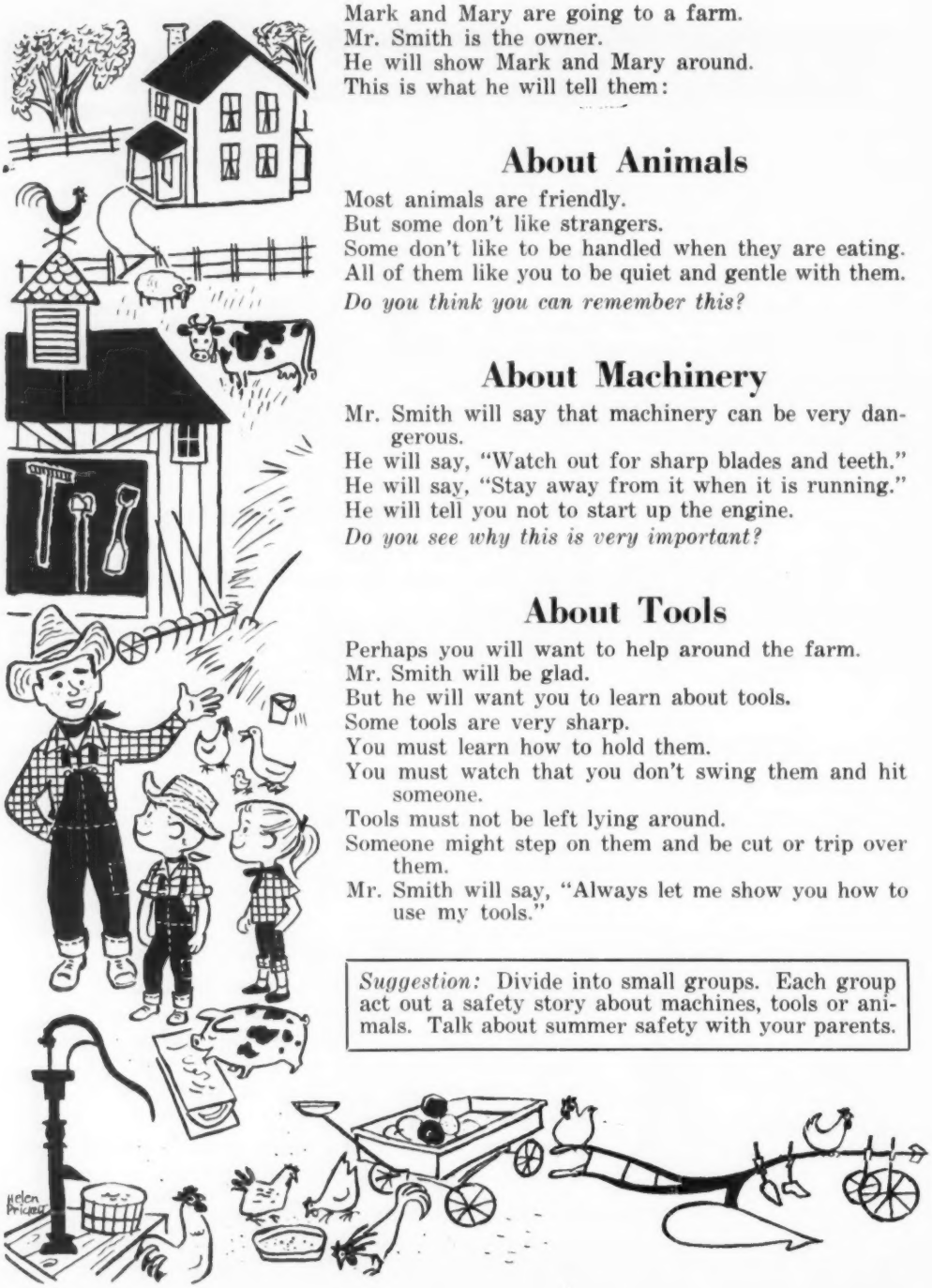
Someday you may decide to go hiking.
You may wish to have a cook-out.
Be sure your parents know your plans.
Carry drinking water with you.
Don't eat strange fruits or berries.
Stay away from poison ivy.
It is good to have an older person along, especially if you have a camp fire.

Why do you think we have these rules?

Published by the National Safety Council. Price: $.033 each for ten to 99 copies; lower prices for larger quantities. For information, write the Council, Membership Department.

Prepared by James Mann, Principal, Hubbard Woods School, Winnetka, Ill.; past general chairman, Elementary School Section, National Safety Council.

Summer on a Farm



Mark and Mary are going to a farm.
Mr. Smith is the owner.
He will show Mark and Mary around.
This is what he will tell them:

About Animals

Most animals are friendly.
But some don't like strangers.
Some don't like to be handled when they are eating.
All of them like you to be quiet and gentle with them.
Do you think you can remember this?

About Machinery

Mr. Smith will say that machinery can be very dangerous.
He will say, "Watch out for sharp blades and teeth."
He will say, "Stay away from it when it is running."
He will tell you not to start up the engine.
Do you see why this is very important?

About Tools

Perhaps you will want to help around the farm.
Mr. Smith will be glad.
But he will want you to learn about tools.
Some tools are very sharp.
You must learn how to hold them.
You must watch that you don't swing them and hit someone.
Tools must not be left lying around.
Someone might step on them and be cut or trip over them.
Mr. Smith will say, "Always let me show you how to use my tools."

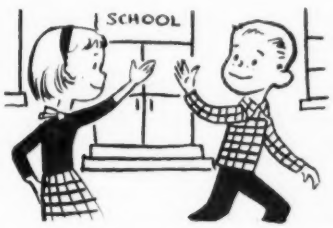
Suggestion: Divide into small groups. Each group act out a safety story about machines, tools or animals. Talk about summer safety with your parents.

UPPER ELEMENTARY

SAFETY LESSON

S-1393-A

Planning A Safe Summer



"So long, Jimmy." "So long, Ann."

"So long. See you in September."

"Have fun."

It was the last day of school. Jack thought, "I really do want to see my friends next fall. I don't want anything to happen to them or to me."

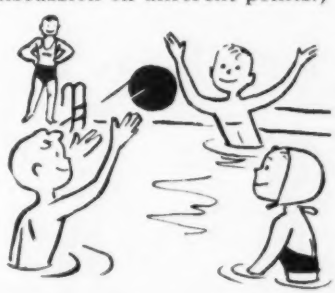
That evening his family began to plan their summer vacation trip. Dad thought about getting the car ready. Mother thought about getting reservations. Jack said, "Shouldn't we think about safety too? We will go to new places and do new things. We ought to know what to expect."

Planning Ahead

Jack's idea was a good one. So the family talked about where they should go. They decided to find out about the places and decide what kind of clothes to take. They would think about possible dangers. They would decide how best to avoid accidents. They would "be prepared."

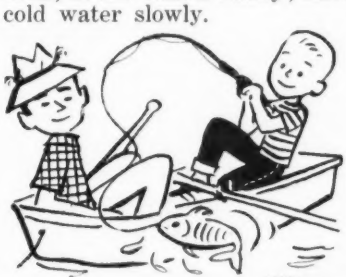
Suppose you were planning a vacation. There are many places to go and many things to do. Each has a special danger. Let's pretend we are planning vacations. Where shall we go? What will we do? What should we know to be prepared? Let's see: (Perhaps members of the group will lead a discussion on different points.)

Swimming



Each summer many children are drowned, mostly because they swim in unsafe places or swim alone. Swimming "holes" are dangerous because they often have drop-offs on the bottom. Gravel pits are especially dangerous that way.

Diving in shallow or very cold water is especially dangerous. There could also be rocks. Here are some "look-ahead" suggestions: swim in a safe, supervised area; swim with a buddy; have an adult near; get into cold water slowly.



Fishing—Boating

Boating and fishing accidents are far too common. Here are some causes. Can you tell how to prevent each of these:

—Too many persons in one boat
—Standing when moving about in the boat
—"Horseplay," such as rocking the boat
—Careless handling of fishing tackle
—Staying out when a storm is coming up

Where are you *going for your vacation?*
Make a list of things you *want to remember.*

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Prepared by James Mann, Principal, Hubbard Woods School, Winnetka, Ill.; past general chairman, Elementary School Section, National Safety Council.

Camping and Hiking

Everyone loves to camp out. A good "scout" knows that there is much to learn about taking care of one's self when camping or hiking.

Is the drinking water pure? If not, boil it. Watch the camp fire. Keep it small. Be sure it's out before you leave. Do you know your directions? How can you tell? If you should get lost, what can you do?

Do you know which fruits or berries are safe to eat? Can you recognize poison ivy or other such plants? What is a good way to prevent getting poisoned by ivy? What can you do if you do get poisoned? Are there poisonous snakes in the area? If so, would you recognize them?

How do you choose a safe place for your camp? How can you take shelter safely from lightning and wind storms?

How do you protect yourself from a heat stroke? What do you do if someone is overcome by heat?

Look in a Boy or Girl Scout manual or in an encyclopedia for the answers to these questions. *Be prepared.*

Farm and Ranch

Who wouldn't like to spend a vacation on a farm or a ranch? How exciting. How many strange, new things to see and do. Some of them require special precautions, such as:

Animals. Which are dangerous? How do you handle them so they won't hurt you?

Riding. How do you ride safely? Learn to know each horse.

Machinery. Machines with teeth or blades are especially dangerous. Stay off moving machinery.

Playing. Loose hay, straw and sawdust are hazardous to play on. Be careful. Climbing is a great temptation.

(Talk with the farmer or rancher. Learn from him what is safe and what is unsafe. Use your own good judgment and remember all safety precautions.)

Suggestions: Divide into small groups. Act out a skit or play charades on farm safety.

To Make Your Vacation Safe

How can you prevent accidents from spoiling your vacation? Think ahead. Don't get too excited by strange places, new experiences or new friends. Don't try to show off. Take this lesson home to show your family. Then you will be back in September to tell your friends about your wonderful vacation.

MAY 1959

JUNIOR HIGH SCHOOL SAFETY LESSON

S-1394-A

Vacation Safety

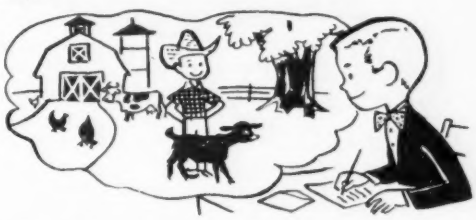
Some Are Safe—Others, Not

Many people enjoy getting a deep tan. Some are so anxious to get one that they try to do it in one day. The result is a painful and dangerous sunburn. People who are safety-conscious, like the life-guard in the above picture, get a tan slowly. Be sure you do the same.

Think About Summer Safety Now!

Some of you may be expecting guests to visit you this summer. Others may be planning to visit friends. In either case, strange surroundings often breed danger. Try your skill at writing a letter to a friend either (1) informing him about your location, or (2) asking him for information if you're going to visit him. Remember, it's a social letter. It should, however, contain pertinent questions or information. Select one of the situations below and see how well you can do. Write from either the standpoint of a future visitor or one who will be visited.

I. City boy going to the farm
- A. Domestic animals
- B. Wild animals
- C. Wild vegetation
- D. Farm machinery
- E. Swimming hole
- F. Clothes



II. Friend coming to the seashore
- A. Riptide
- B. Undertow
- C. Sunburn
- D. Poisonous marine life
- E. Dangerous fish
- F. Coral

III. Friend coming to camp
- A. Clothing
- B. Canoeing
- C. Swimming rules
- D. Campfires
- E. Wildlife
- F. Trails to follow

Be a Safety Consultant

Make believe the den mother of the Cub Scouts, of which your younger brother is a member, has asked you to help plan an outing in the woods. Your job is to develop safety rules which the Cubs will follow. Make a list. Remember, your brother's safety depends on you. After you have completed the list, ask some Cub Scouts to visit your room and read the safety rules to them. Your English should be clear and concise so that the Cubs understand the rules. Also, ask them if you have forgotten any important rules. You might be surprised at their knowledge of safety!

Published by the National Safety Council. Price: $.033 each for 10 to 99 copies; lower prices for larger quantities. For information, write the Council, Membership Department.

Prepared by Dr. Vincent McGuire, Associate Professor, Secondary Education, University of Florida, Gainesville, Florida.

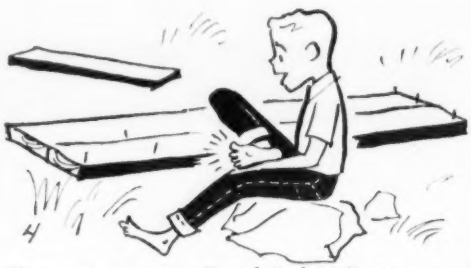
What Would You Do?

Shown below are situations that occur each summer. Indicate the safest action in each case and tell why.

Seek shelter—

A. Under the tree
B. Under the tent
C. In the car

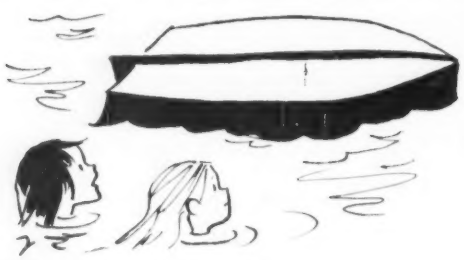
Why?_____



If you step on a nail and it doesn't cause your foot to bleed much—

A. Wash it with water
B. Put an antiseptic on it
C. See a doctor

Why?_____



If the boat capsizes—

A. Cling to the boat and call for help
B. Swim for shore
C. Get on top of the boat

Why?_____

If you see another person's clothes catch on fire, you should—

A. Run with the person to the nearest water supply
B. Wrap a coat or blanket around the person, starting at the feet
C. Wrap a coat or blanket around the person, starting at the head or shoulders

Why?_____

Help the swimmer by—

A. Swimming to her
B. Using the canoe
C. Using the rowboat

Why?_____

If you are asked to play baseball and adequate safety equipment is not provided, you should—

A. Refuse to play
B. Play, but be very careful
C. Play, you won't get hurt

Why?_____

ANSWERS:

1-C. Cars have rubber tires and you'll be safer there. 2-A. Conserve your strength by clinging to the boat—you can do it for hours without weakening. 3-C. A rowboat won't tip as easily as a canoe. You'll get there faster and you'll stand a better chance of rescuing the girl. 4-C. Rusty nails can cause serious infection—get a shot from a doctor. 5-C. Start on top in order to shield the girl's face—also, fire burns "up" more rapidly. 6-A. A baseball in the face, or a bat in the face is a costly lesson on why you should wear safety equipment.

S-1394-A

MAY 1959

SENIOR HIGH SCHOOL SAFETY LESSON

Vacation Time

Can You Handle the Job?

The lifeguard in the picture above was hired because of his swimming ability and his safety sense. A person who is foolhardy and thoughtless doesn't stand much of a chance for a summer job entailing safety-consciousness. How do you rate? Supposing you had a good opportunity to get a job as a camp counselor. Supposing, further, that the camp director said he'd base his choice of three applicants on the knowledge of safety they possessed. His assignment was to list safety rules in regard to certain areas. See how well you could compete for the job by making a list of rules for one of the following areas.

I. Swimming

A. Eating
B. Diving
C. Buddy system
D. Knowledge of swimmers' abilities

II. Hiking

A. Clothing
B. Drinking water
C. First aid equipment
D. Distress signal

III. Boating

A. Swimmers and non-swimmers
B. Area for boating
C. Presence of designated guards
D. Number to a boat

IV. Campfire

A. Location
B. Safety equipment for fires
C. Wind and terrain
D. Number of fires

Group the lists made by the class—according to areas chosen. Ask a local scoutmaster to read them and select the best list for each area.

Even Shakespeare Played It Safe!

Listed below are Shakespearean quotations and safety rules. Match the safety rule with its "companion" quotation, and list the play from which the quotation is taken.

1. "Mislike me not for my complexion, the shadow'd livery of the burnish'd sun"
Shakespeare's _____
2. "Though she be but little, she is fierce"
Shakespeare's _____
3. "They are as sick that surfeit with too much, as they that starve with nothing"
Shakespeare's _____
4. "Too swift arrives as tardy as too slow"
Shakespeare's _____
5. "I met a fool i' the forest, a motley fool"
Shakespeare's _____

A. Don't rush down hills when hiking.
B. Don't overeat on picnics.
C. Beware of careless hunters.
D. Tan slowly.
E. Know the poisonous insects.

Answers

1-D, *Merchant of Venice*; 2-E, *A Midsummer-Night's Dream*; 3-B, *Merchant of Venice*; 4-A, *Romeo and Juliet*; 5-C, *As You Like It*.

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Prepared by Dr. Vincent McGuire, Associate Professor, Secondary Education, Department of Education, University of Florida, Gainesville, Florida.

Do You See the Dangers?

Shown below are several pictures showing scenes that will take place this summer. In each one there is at least one possible danger. List the danger in the blank provided and write a safety rule for the danger.

Danger _____

Rule _____

Danger _____

Rule _____

Danger _____

Rule _____

Danger _____

Rule _____

Danger _____

Rule _____

Danger _____

Rule _____

Answers

1. Never step over a log—step on it and check for snakes under it. 2. Don't sit with your back to someone when he or you are casting. 3. Build campfires in a protected place with the wind blowing away from your tent. 4. Don't walk immediately behind another hiker—stay 10 to 15 feet behind so snapping branches won't hit you. 5. Snakes like to sleep in the sun under a boat seat—always check first before you sit down. 6. Don't eat just before swimming.

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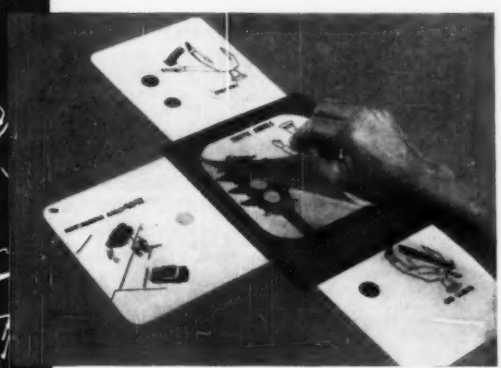

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Encourage Bicycle Inspections in May

EFFORTS to make bicycle riding safer will highlight American Bicycle Month in May, through free inspections of all two-wheelers and issuing rules of safe riding to youngsters.

American Bicycle Month, promoted by the Bicycle Institute of America, Inc., is expected to create an awareness of safe bike riding by making the rules available through cooperating retail bicycle stores and accenting maintenance through the inspections. The sponsor is urging civic groups to sponsor bicycle safety activities.

The Institute has prepared booklets on sponsoring safety programs, the formation of bike clubs and bike games which are available to safety program directors.

In addition, the National Safety Council has available a data sheet entitled *Bicycles* and a booklet, entitled *Fun on A Bike*.

Offer Scholarships for Summer Study

SCHOLARSHIPS for summer study for high school teachers of driver education, college teachers and supervisors are being provided by the Center for Safety Education of New York University in cooperation with the Esso Safety Foundation.

Courses for high school teachers will carry college and state certification credits and will be held at Louisiana State University, Springfield College, University of Pennsylvania, University of West Virginia, Memphis State University, University of Connecticut and New York University.

In addition, advanced seminars for college teachers and supervisors will be held at East Carolina College and New York University.

Eight grants-in-aid for full time graduate study in safety education are being offered by the Center, each carrying a stipend of $2,500.

IMPORTANT NOTICE!

EVERY month the mail to the National Safety Council is filled with thousands of requests from school children for general safety material. The Council has been happy to fill these requests, with the conviction that such cooperation had a real part in emphasizing the importance of safety to each young correspondent.

Now, however, the volume of requests has reached such a point that we are no longer able to handle them. Therefore, we urge teachers to discourage their pupils from writing to the National Safety Council for safety material.

Instead, we suggest your pupils write to their local or state safety councils for information relating to the various phases of safety. This will not only facilitate service to them, but it will provide them with an opportunity to learn about the resources of their own communities and states which are actively engaged in the fight against accidents.

OUR BUSINESS IS YOUR CHILDREN'S SAFETY

Safety and GRAUBARDS', have always been synonymous. We here at GRAUBARDS' consider it our personal responsibility to see that the public, specifically the children in our schools, are protected by the use of the right kind of protective equipment. We carry a complete line of safety patrol items. Pictured here are just a few of these many articles. Let us help you enforce traffic rules in your home town and school!

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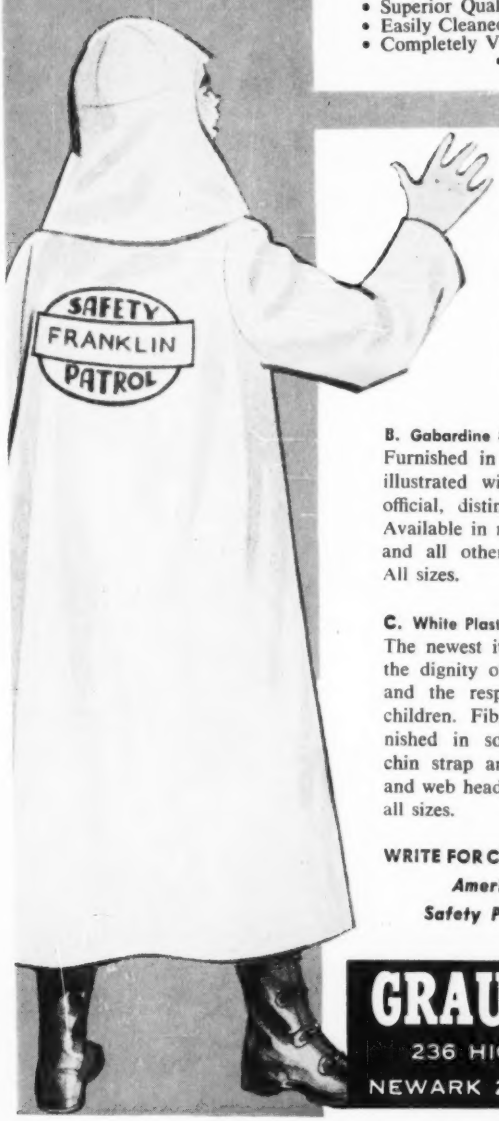

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What Are Your Plans for Safety in the Sixties?

?

- ★ Will overcrowded schools take lives?
- ★ Must more science mean more hazards?
- ★ Are sprinklers THE answer to fire safety?
- ★ Need driver education be expensive?
- ★ How can we make better use of community resources?
- ★ Does safety need professional leadership?
- ★ How can we teach safety more effectively in the sixties?

These are a few of the many problems which will be explored at the School and College sessions of the 1959 National Safety Congress. Join educators and safety authorities in studying and sharing experiences in the many phases of safety education.

The sessions, which will attract hundreds of school and college administrators, teachers and safety leaders, October 19 to 23 at the Morrison Hotel in Chicago, will include informal "buzz" sessions, lectures and panel discussions for getting and giving ideas.

For complete information on the program and hotel reservations write: School and College Dept., National Safety Council, 425 N. Michigan Ave., Chicago.

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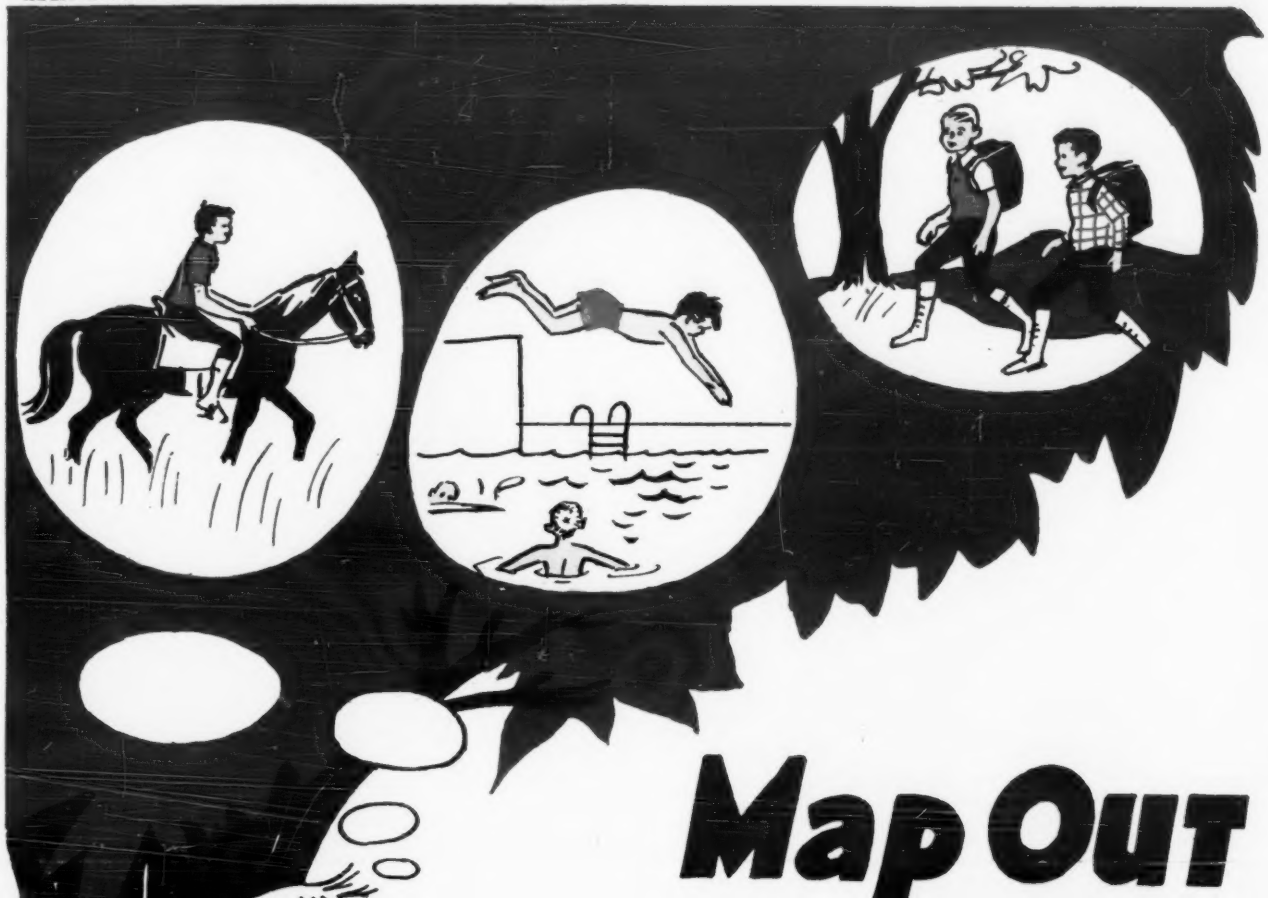

Map Out

Map out a SAFE Summer

S-1393-A


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